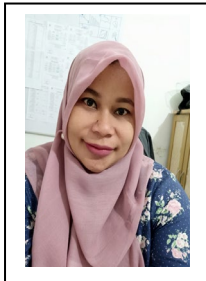


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EDUCATION ON SAFE, HEALTHY AND NUTRITIOUS FOOD THROUGH NUTRITION GO TO SCHOOL NGTS ACTIVITIES AT MI DAARUL HIKAM CIREBON CITY

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Abstract. Nutrition education activities are one of the 4 components of the *Nutrition Goes to School* (NGTS) Program. Nutrition education activities for students have been carried out at "*Healthy Food Healthy Student*" at MI Daarul Hikam, Cirebon City. This educational activity, which has the theme of Safe, Healthy, and Nutritious Food Education, explains the contents of my plate and food safety by presenting the material in an interesting and visually appealing way. The resource person who is in charge of this activity uses posters and leaflets as sources to explain the contents of my plate. In addition, in this activity, students are encouraged to collaborate and discuss their understanding of the material provided. Students are also given questions and rewards for those who can answer so as to increase

their interest in nutrition education activities. The results of this community service activity showed that there was an increase in knowledge in each participant at MI Darul Hikam, Cirebon City, where there was a significant difference between the average pretest and posttest that was done.

Keywords: Healthy food, healthy student, nutrition, go to school.

INTRODUCTION

Nutrition education activities need to be provided as early as possible, both through curricular learning, extra-curricular, and other school activities. After visiting the affected school discussing the characteristics of the school, and providing information related to the plan to hold Nutrition Education activities for students, the school gave a statement that the problems experienced by students are mostly still not understood about healthy food or nutritious food.

Seeing from these problems, the theme taken for Nutrition Education activities for students is "*Healthy Food, Healthy Student*". The purpose of this Nutrition Education is to provide an understanding of the importance of maintaining food and ensure that the food consumed by students daily is varied and has balanced nutrition, which can later help students carry out learning activities and other activities both in the school environment and in the home environment.

The theme "Healthy Food Healthy Student" explains about the contents of my plate, the contents of my plate are guidelines prepared by the Ministry of Health to campaign for food consumption in accordance with balanced nutrition guidelines. In one plate at each meal, half of the plate is filled with vegetables and fruits, while the other half is filled with staple foods and side dishes. In addition, Isi Piringku also contains an invitation to consume 8 glasses of water every day, do 30 minutes of physical activity every day, and wash your hands with water and soap before and after meals.

Most students are not familiar with "the contents of my plate", they are more familiar with "4 healthy 5 perfect" because this concept has existed since 1952. Four healthy, means a food menu that contains staple foods, side dishes, vegetables, and fruits. Milk, plays the role of a 'refiner' in this concept. Along with the development of science and the improvement by nutritionists, the concept of 4 healthy 5 perfect is no longer used and replaced by the balanced nutrition guideline "Fill My Plate". Not only regulating the types of food and drinks that should be consumed every meal, this guideline also provides information related to portions that should be consumed in order to meet nutritional needs in one day. So that the material about

the contents of my plate needs to be introduced to students so that students can meet their nutritional needs

Partner Priority Issues

Still don't understand the contents of my plate and safe healthy and nutritious food

Purpose

Referring to the Seven Priority Areas of SEAMEO and the mission of SEAMEO REFFON, namely "To conduct research, education, capacity building, and information dissemination in food and nutrition through partnership for sustainable human resources development", the Nutrition Education activities for School Students affected by NGTS in Cirebon City and food education that is safe, healthy and nutritious for teachers and school canteen managers.

The purpose of this activity is to provide an understanding of general health, balanced nutrition and how to choose healthy and nutritious snacks for students as well as education on safe, healthy and nutritious food for teachers and school canteen managers.

Program Benefits

This activity is very useful in increasing the knowledge of students about balanced nutrition on my plate and teachers and the MI daarul Hikam school canteen about safe, healthy and nutritious food in improving the nutritional status and health of students at school and improving coordination with cross-sectors.

Problem Solutions

Nutrition education activities are one of the 4 components of the *Nutrition Goes to School* (NGTS) Program. Nutrition education activities need to be provided as early as possible both through curricular learning, extra-curricular, and other school activities. There are still many students at MI Daarul Hikam who do not understand balanced nutrition and the contents of my plate. Therefore, students at MI need to be educated to increase their knowledge in the field of nutrition and health. Not only students, teachers and school canteen managers also need to be educated.

Service activities are in the form of providing education to increase the knowledge of school-age children (students) about balanced nutrition and the contents of my plate. This service activity strengthens the program that has been carried out by SEAMEO RECFON Strengthening in the form of increasing schools that are exposed to nutrition go to school (NGTS) activities, one of which is balanced nutrition education and the contents of my plate,

as well as education on safe, healthy and nutritious food for teachers and school canteen managers. follow-up.

This community service activity is carried out as one of the implementations of the Tri Dharma of Higher Education for Lecturers within the Tasikmalaya Ministry of Health Polytechnic. The Cirebon Nutrition D.III Study Program as one of the universities in Cirebon City/Regency, in order to make a real contribution, take part and be actively involved in overcoming health problems in general and nutrition problems in particular in nutrition go to school activities.

METHOD

Program Implementation

The activity started from preparation in the form of coordination meetings to evaluations and follow-up plans.

This educational activity with the theme of Safe, Healthy and Nutritious Food Education explains the contents of my plate and food safety by presenting the material in an interesting and visually appealing way. The resource person who is in charge of this activity uses posters and leaflets as sources to explain the contents of my plate. In addition, in this activity, students are encouraged to collaborate and discuss their understanding of the material provided. Students are also given questions and rewards for those who are able to answer so as to increase their interest in nutrition education activities.

Location and Time

The activity was carried out at MI Daarul Hikam school The activity time began in July starting from preparation and coordination with MI Daarul Hikam Cirebon City. The training activities will be carried out on Monday, August 30, 2024.

DISCUSSION

Nutrition Education on My Plate for School-Age Children

The implementation of this educational activity was carried out at MI Daarul Hikam, Cirebon City. The provision of material took place in the School Hall. In addition to discussing the contents of my plate and its application in daily life, the facilitator also conveyed about the 4 pillars of balanced nutrition and provided relevant examples in the school environment.

The KIE media used in the presentation of the material is a poster about the contents of my plate and also a leaflet about the contents of my plate which is equipped with balanced

nutritional components and examples of staple foods. Side dishes, vegetables and fruits. The facilitator also gave questions to students during the delivery of the material to find out the students' understanding of what had been conveyed, students were also given prizes as appreciation when they could answer questions. Ice breaking was also carried out to refresh and restore students' concentration in this activity.



Figure 1. Food leaflet is safe, healthy and nutritious

After the delivery of the material, the facilitator provides an opportunity for students to be able to explain their breakfast menu and what nutritional sources are included in the food, after the delivery of the material, students become able to distinguish what kind of nutrients the food they consume contains.

Table 1. Distribution of Characteristics of MI Daarul Hikam Student Respondents

Characteristic	n	%
Grade 5	51	100
Gender		
Woman	37	46
Man	44	54
Age		
10	38	47
11	5	6
12	38	47

The table above explains the frequency distribution of the characteristics of MI student respondents who participate in educational activities. This activity was carried out at MI Daarul Hikam Cirebon City, with a target of 81 grade 5 students, which were divided into 37 women

and 44 boys, with an age division, 10 years totaling 38 children, 11 years 5 children, and 12 years 38 children.

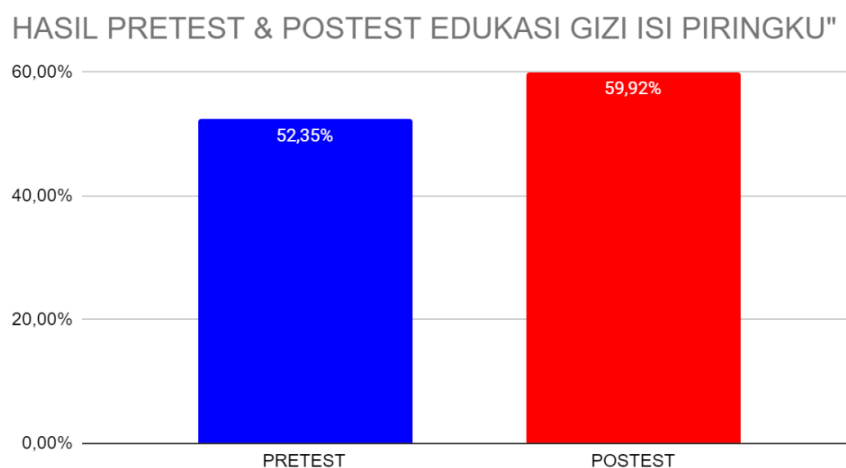


Figure 2. Graph of Pretest and Posttest Work Results

Before being given education with KIE media, a pretest was carried out to find out the knowledge of MI students before being given education, then nutrition education was carried out using A2 poster media totaling 3 pieces with the content of the Contents of My Plate poster, Healthy tips for choosing snacks for children at school, and also my school is healthy, my achievements have increased. In addition to posters, there are also leaflets distributed to each student where they contain explanations about food components and examples of staple foods, side dishes, vegetables, and fruits. The appearance of the educational video was also carried out as a form of modification of the delivery of material and prizes given to students for appreciation. During the discussion session with the sunber nara gave questions to students about what is the content of my plate, what are the 4 pillars of balanced nutrition, and why you should eat vegetables. During the student activity session during the activity. In addition, ice breaking was carried out with hand washing exercises carried out by all participants.

Based on Graph 2, the results obtained are an increase in participant knowledge as seen from the results of pretest and posttest data processing carried out by participants during the activity. The Paired sample T-Test is used to find out if there is an increase in knowledge after education with a maximum score of 15. The results showed that there was an increase in

knowledge in each participant at MI Darul Hikam, Cirebon City, where there was a significant difference between the average pretest and posttest that was taken.

Safe, Healthy and Nutritious Food Education for Teachers and School Canteen Managers

The implementation of this educational activity was carried out at MI Daarul Hikam, Cirebon City. The provision of material took place in the Female Teacher Room. The KIE media used in the presentation of the material is a leaflet about safe, healthy and nutritious food. The facilitator also gave questions to participants during the delivery of the material to find out the participants' understanding of what had been conveyed, participants were also given prizes as appreciation when they could answer questions.

Table 2. Distribution of Characteristics of MI Daarul Hikam Teacher Respondents

Characteristic	MI Teacher Daarul Hikam		Total	
	n	%	n	%
Gender				
Woman	26	100	26	100
Work				
Teacher	26	100	26	100

The table above explains the frequency distribution of the characteristics of MI teacher respondents who participate in educational activities. This activity was carried out at MI Daarul Hikam, Cirebon City, with a target of 26 female teachers.

Before being given education with KIE media, a pre-test was carried out to find out the participants' knowledge before being given education, then nutrition education was carried out using leaflet media containing safe, healthy and nutritious food. After being given the material, the facilitator asked several questions to the participants to find out the participants' understanding and was given prizes to appreciate the participants who had answered correctly. The educational activity ended with filling out the post-test and closed by the facilitator.

Hasil Pengerjaan Pre-test dan Post-test Edukasi Pangan Aman, Sehat dan Bergizi

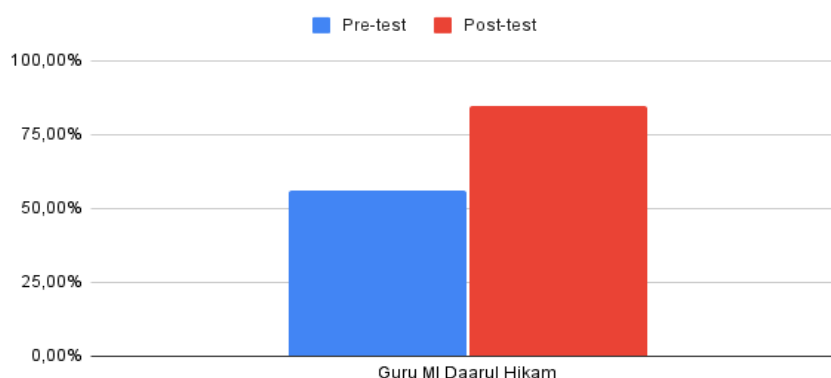


Figure 3. Graph of Pretest and Posttest Work Results

Based on graph 3, the results obtained are that there is an increase in participant knowledge as seen from the results of pretest and posttest data processing carried out by participants during the activity. The Paired sample T-Test is used to find out if there is an increase in knowledge after education with a maximum score of 15. The results showed that there was an increase in knowledge in each participant at MI Darul Hikam, Cirebon City, where there was a significant difference between the average pretest and posttest that was taken.





Figure 4. Safe, Healthy and Nutritious Food Education Activities for Teachers at MI Daarul Hikam, Cirebon City

Form of Partner Participation

The form of partner participation, in this the role of MI Daarul Hikam Partners is:

- a. Social support for the Lecturer Team
- b. Assisting the Lecturer Team in conditioning the goals and implementation of education
- c. Socialization of activities in the next activity after community service activities
- d. Together with the Lecturer Team, conduct an evaluation
- e. Follow-up of community service activities for its sustainability

Team Expertise and Tasks

The Community Service Team consists of 3 (three) lecturers and 2 (two) alumni and involves 2 (people) final semester students (Level 3).

The tasks of the Community Service Team in this activity are:

- a. Partnership with MI Daarul Hikam
- b. Prepare proposals and activity reports
- c. Coordinate with partners.
- d. Providing increased knowledge to students, teachers and school canteen managers.
- e. Carry out the publication of activities

In the implementation of this activity, it also involved 2 (two) students as a team and student nutrition alumni assisted in the preparation of the required documents, as the host and helped to make a draft publication document for newspapers and activity videos.

After the implementation of the activity, the learning that can be taken is that before the implementation of educational activities, it is a good idea to make observations about the situation and habits of the audience so that we can adjust how the educational activities that we will carry out, in the hope that the audience can be more interested and understand the education

provided. In this activity, the audience is school-age children, in addition to theoretically involving relevant examples in the lives of school children so that they can be easier to understand.

In educational activities related to food safety with the target of teachers, it is better to conduct a survey or observation first regarding the situation there so that we can adjust how the educational activities that will be carried out run effectively, with the hope that the audience can take part in the educational activities until they are finished. In this activity, the audience is MI teachers, in addition to providing theories, also provide appropriate examples in daily life as teachers so that they are easier to understand and apply.





Figure 5. Nutrition Education Activities for School-Age Children at MI Daarul Hikam, Cirebon City

CONCLUSION

This educational activity ran according to plan and received a good response from various related parties. All of this is inseparable from the support of the NGTS Team, Schools and also students as respondents who have high enthusiasm during the activity so that it can run as it should.

We also thank you very much for the moral and spiritual support from all parties so that the activity runs smoothly. Hopefully we can organize even better activities in the future. That's all and thank you.

Suggestion

After the education in this activity, there is an increase in students' knowledge about nutrition which is expected to be applied in daily life. The education provided to teachers and canteen managers is also expected to support the implementation of healthy and nutritious Yemeni food in schools. As a form of follow-up to this activity, there are several things that can be done, namely:

1. Routinely provide nutrition education to students
2. Routinely provide education to teachers and canteen managers about safe, healthy and nutritious food
3. In addition to providing education, it is hoped that schools can directly practice it in schools regarding balanced nutrition
4. Routinely provide education and practice of PHBS in daily life both inside and outside school
2. Routinely monitor environmental cleanliness and the quality of food available in school canteens
3. Routinely dispose of garbage in its place so that the surrounding environment remains clean and maintained

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